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Interaction and Creativity as a Way to Shape English
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Resumen:

Desde hace décadas, los gobiernos han impulsado un creciente énfasis en la enseñanza del inglés. Sin embargo, y a pesar de esta preocupación por la adquisición del inglés como segunda lengua extranjera, las encuestas demuestran que España está a la cola en la enseñanza de este idioma.

Este problema ha sido solventado en el ámbito privado mediante la enseñanza a través de otros métodos entre los que destaca Montessori, en el que se le da una mayor importancia a la interacción, en lugar de a la gramática tal y como ocurre en los organismos públicos.

De este modo, no debemos olvidar que el lenguaje está diseñado con el propósito de ser capaces de comunicarnos con nuestros iguales, aunque no de cualquier manera. Así pues, al igual que la sociedad está avanzando debe avanzar el sistema educativo tratando de cubrir y solucionar los problemas con los que tienen que lidiar los adolescentes, cuando se ven obligados a estudiar este idioma.

Este trabajo trata de solucionar este problema combinando interacción y creatividad, ya que las encuestas demuestran el desinterés manifestado por los estudiantes, debido no solo a su dificultad sino también a la manera de lidiar con la enseñanza de este idioma.

Para ello, se han diseñado seis sesiones basadas en el trabajo en grupo que dará lugar a un clima positivo y de colaboración en el que se llevarán a cabo actividades orales pensadas para despertar la creatividad del alumnado y conseguir que se sientan más motivados e interesados en el estudio de esta asignatura.

Se espera que, en la última sesión en el debate sobre la partes negativas y positivas de este proyecto, los estudiantes consideren que el resultado es positivo. En primer lugar, porque hayan adquirido una mayor confianza en sí mismos y, consecuentemente, no tengan miedo a la participación en el aula y, en segundo lugar, porque ellos mismos sean conscientes de que con la colaboración y siempre dirigidos de alguna manera por el profesor, hayan manifestado que están de acuerdo con la afirmación que demuestra que gramática e interacción están ligadas.

Para concluir, es importante que las instituciones educativas, ya sean públicas o privadas, tengan en cuenta que la mejor forma de enseñar este idioma es mediante

actividades creativas que lleven al estudiante a sentirse más motivado e interesado y, además encontrando el equilibrio necesario entre la enseñanza de gramática e interacción.

Palabras clave: educación, innovación, interacción, creatividad, motivación e interés.

Abstract:

Over the decades, Spanish governments have promoted an increasing emphasis on the teaching of English at schools. However, survey results show that Spain is behind the rest of the European countries.

Schools and academies in the private sector have developed a change in the way in which English is taught. For example, many of these schools and academies have popularised the Montessori method, in which interaction is understood to be more important than grammar, as it is the case in public institutions such as schools, high schools or colleges.

Therefore, educators must not forget that language was designed by human beings to communicate with their equals. So, as our society advances so does need to advance our educational system trying to solve the problems that adolescents face, during their path to learn English as a second language.

This paper is devoted to solving these problems through the combination between interaction and creativity, since survey results have also shown that teenagers are not motivated due to the difficulty attached to the learning of a second language different to their mother tongue and, at the same time, by the way in which English is taught at schools.

For so doing, this work includes a didactic unit of six sessions based on group work that will give birth to a positive and collaborative climate, in which students will act out and accomplish oral tasks that will lead to the awakening of their creativity, something that is necessary to achieve the tasks proposed to them. Simultaneously, they will feel more motivated and interested in the subject.

During the debate in the last session, students are expected to agree with the positive effect of this initiative due to a couple of reasons. Firstly, they are expected to assert that they have gained confidence, and confidence is expected to result in a higher level of participation in the activities where they must give their opinions. Moreover, they

are expected to become conscious of the inextricably link between grammar and interaction.

To conclude, it is important to say that either public or private educational institutions must change their minds and become more open-minded regarding the teaching methods. To do so, they will need to look for a suitable balance between the emphasis on grammar and interaction, and they will implement more creative activities to change students' opinion on the second language teaching issue.

Key words: education, innovation, interaction, creativity, motivation and interest.

1. Introduction.

Second language learning is a complex process that is usually affected by a widely variety of factors such as age, motivation and interest, and the attitude towards the whole process.

On this account, it should be clarified that although there is a great number of works dealing with the relation between interaction and the acquisition of English as a second language, there are many gaps not only within the educational system environment, but also in the amount of works that consider creativity as a factor influencing second language learning.

For example, there are some gaps in the relationship that holds between interaction and the acquisition of vocabulary. Moreover, some of the works previously written do not emphasise the social character of a language, which would explain why interaction is the best method to acquire a language.

Nevertheless, in view of the lack of interest that adolescents' show towards the English language teaching methods, teachers have currently expressed their growing interest to make a change in the way in which English is taught.

Moreover, educators have asserted that teaching English creatively will lead students to achieve better results since their attitude will be more positive. Together with this fact, teachers must not forget that some researchers have noticed a creativity crisis as well.

Because of the detection of the previous problems, this work tries to persuade teachers about the common misunderstanding that relates creativity with freedom.

In opposition to this, it must be asserted that creativity arises as a result of a series of constraints given to students to tackle with a certain assignment. From those constraints, they might create or find the best way to solve the problem proposed before.

This paper supports some of the points of the authors studied in the theoretical framework section. Among them, the present paper supports Piaget's and Vygotsky's ideas about how interaction promotes acquisition. However, it should be clarified that here Piaget's idea of the interaction with the environment, and Vygotsky's reference to social interaction will appear combined.

On the other hand, Zukow-Goldring and Ferko's ideas will be used to demonstrate that interaction also increases our level of vocabulary. Finally, since this paper aims to create a didactic unit for adolescents, it is important to focus on how adolescence shapes

language acquisition, but also in the positive effects of the inclusion of creativity in the English classroom.

Notwithstanding, this work differs from the previous works on the fact that, in addition to the relation between interaction and second language learning, there is also a relationship between interaction and creativity since the last one affects some of the factors listed in the first paragraph of this introduction, such as age, motivation and interest, and the attitude towards the process of language acquisition.

Concerning the theoretical implications, this work plunges into how organising English classes in a more creative manner will contribute to obtain a better environment, full of motivation and interest. Apart from that, this work emphasises how the degree of freedom involved in creativity will give adolescents the chance to develop autonomous, critical and creative thinking.

Moreover, this paper would like to demonstrate that even if we do not teach grammar, as such, in the English classroom, adolescents will acquire the grammar structure and rules by means of paraphrasing and modification of the input in conversation. However, it would be a requisite that one of the participants in conversation have a higher level, no matter if they are peers, teachers or native speakers.

Together with this issue, is that of self-confidence and security during interaction. If adolescents notice there are level differences among them, due to the difficult stage, containing a huge variety of changes, they are undergoing, they can feel discourage. Wherefore, teachers should emphasise that learning is a collaborative process where everybody learns something from everyone.

The reason why it is important to introduce creativity in the English classroom is because creativity is interwoven to emotions and feelings, and it has been proven that things that made our feelings and emotions emerge are more easily remembered.

In order to deal with these issues, this paper is divided into four main parts. First, the objectives of the present dissertation are presented. Second, this work will provide a general overview of the most important theories used to create the foundation of the project. Third, the reader will find an analysis of the state of the art of the topic and a presentation of the didactic unit. Finally, this paper will end with the main conclusions taken into consideration, if the objectives of the didactic unit have been accomplished or not, as well as a discussion regarding the results of the project carried out.

2. Objectives.

2.1. Main objective.

The main purpose of this work is to design a didactic unit based on interactive creative tasks with the purpose of increasing 1º ESO students' self-esteem in the English classroom.

2.2. Specific objectives.

For so doing, the previous main objective will be divided into more specific ones.

- Firstly, this dissertation is devoted to analysing not only the influence of the interactionist approach in creativity and in the adolescents' self-esteem but also how creativity and high level of self-esteem benefit the second language acquisition process.
- So as to reach the main objective, this work will develop an appropriate methodology with the purpose of fostering creativity and self-esteem in the English classroom. Likewise, the methodology of this work aims for achieving a higher level of interest in English as a subject and a further engagement in the English classroom.
- Finally, owing to the fact of the paramount importance of the students' views, it has been necessary to design a questionnaire conceived to ask students about their opinions on traditional methodologies and more creative ones and whether they think that interaction helps them to acquire language.
- Consequently, this dissertation aims at designing a didactic unit where the student's suggestions and ideas have place. In this sense, this unit, mainly focused on speaking activities, is conceived to improve the current educational proposal. In the end, this initiative pursues to demonstrate that creativity and interaction also improve the level of the target language, and to design a didactic unit conceived for students to acquire a proficient level of English by making English more interesting and appealing to teenagers. That is, the didactic unit designed is looking forward to change what teenagers think and feel in the English classroom, by showing them that their opinion matters. Moreover, it also seeks to show students that even though they might not notice

the changes they are going to undergo, their level of English do improve in the course of this didactic unit.

3. Theoretical Framework.

3.1. Introduction.

This section includes the theoretical and descriptive aspects relevant to create the foundation of this work, which is based on the relationship between the interactionist approach and the acquisition of English as a second language when it is taught in a creative manner. Section 3.2 gives an overview of the interactionist approach and its supporters. Then, section 3.3 will focus on Piaget's theory regarding the relationship between environmental interaction and acquisition. The ensuing 3.4 will explain the main ideas of Vygotsky's theory as for the relationship between social interaction and acquisition. Successively, section 3.5 will be studying Zukow-Goldring and Ferko's theory concerning vocabulary acquisition by means of social interaction with caregivers. Section 3.6 will go deep into Michael Long's theory in regard to the positive effects of interaction with native speakers in the English level. Then, section 3.7 will deal with the influence of adolescence in the acquisition of English as a second language. Finally, section 3.8 will contribute to understand the benefits of including creativity in the language classroom.

3.2. The interactionist approach.

The role of the interactionist approach in the acquisition of a second language has received increased attention across a number of disciplines in recent years. But how could we define it?

Looking at Gu's definition (Gu, 2018), it can be defined as an approach that belongs to the so-called nurture position of learning. This means that those researchers on the education field belonging to this school of thought, consider that language development is inextricably linked to the learning environment and the way in which learners engage with this environment through interaction. Consequently, Piaget, Vygotsky, Zukow-Goldring and Ferko and, last but not least, Long, consider that the main responsible of children and adult's language learning is the linguistic environment in which learning takes place.

According to Gleason (2005) "the interactionist approach indicates that various factors affect the course of language development during which these factors are mutually dependent on, interact with, and modify one another", as it can be found in Egi (2004, p.

6). Those underlining factors affecting the course of language development are age, sex, motivation and interest, together with the attitude towards the subject.

Moreover, this language learning arises from a communicative pressure where learners are exposed to comprehensible input, output opportunities and interactional feedback as Gleason claimed in the same theory.

Turning to the relationship between interaction and second language acquisition, it should be clarified that when we talk about interaction in this context, “interaction is the interpersonal activity that occurs during a conversation” as Gu defines it in her book *Interaction Process and Chinese EFL Learners’ Proficiency Development* (2018, p. 13).

Finally, the reason why many experts on the field of language learning attributes such a huge importance to the role of interaction is because, as Long proved in his Interaction Hypothesis, when a learner engages in conversation with a native speaker, the native speaker modifies his speech so as to make it comprehensible to the learner (Long, 1996).

3.3. Piaget’s theory.

To begin with, it must be pointed out that the present section will be based on the ideas that Senmar and Al-Thani study in their article *Piagetian and Vygotskian Approaches to Cognitive Development in the Kindergarten Classroom*, published in 2015.

Piaget was a famous Swiss psychologist who studied children's intellectual development. In his theory, he asserted that cognitive development was the result of a process of restructuring knowledge through the interaction with the environment as Senmar and Al-Thani (2015) point out. Therefore, he stated that the only way in which children can construct knowledge is by means of this interaction.

Hence, as Senmar and Al-Thani asserted, in the work previously cited (2015), Piaget emphasizes the need to teach through discovery because by doing that, we are challenging children's abilities and, at the same time, using concrete experiences.

In Senmar and Al-Thani’s views, he also stated that children are only capable of acquiring ideas through those concrete experiences since teachers are unable to communicate untouched ideas. Moreover, he also added that teachers' main role is that of easing children's cognitive development.

Piaget proved, in his theory, that while children were taking part in concrete experiences, they were interpreting the events that they were going through and later, they will give a meaning to those experiences. Therefore, for Piaget, interaction with the

environment was a key factor to promote cognitive development at an early stage, as it appears in Senmar and Al-Thani (2015).

3.4. Vygotsky's theory.

Firstly, it is relevant to say that the foundation of this section is the article *Piagetian and Vygotskian Approaches to Cognitive Development in the Kindergarten Classroom*, written by Senmar and Al-Thani in 2015. Vygotsky was a Russian psychologist that dealt with the topic of child cognitive development. However, he thought that children cognitive development is inextricably linked to an active and social process. In Senmar and Al-Thani's view (2015), he also thought that communication helps children to acquire language competence and, at the same time, they start to regulate the manner in which they solve problems.

Furthermore, social interaction is the cause of a more individualized and independent thinking in children. Hence, according to Senmar and Al-Thani (2015), Vygotsky claimed that the teacher's role is of huge importance in the children learning process and that his or her role is central to foster infant's cognitive development.

This is mainly because when children are asked to do something, they might be confused at some point. Then, teachers come into the equation to clarify the instructions throughout the use of appropriate techniques such as modelling, with the purpose of easing the understanding task to the children. That is, they model or adapt their words so as to help the student to understand the task by taking into consideration the student level of English.

There are two key concepts in relation to Vygotsky's theory. First, we have the notion of the *Zone of Proximal Development* (it is an area between how a child performs independently and how they perform with assistance). In other words, infant's performance improves by means of the interaction with their caregivers, teachers or any other adult with whom they engage in conversation.

Apart from that, the role of scaffolding is also of a huge importance to understand his theory (children are helped to acquire knowledge or skills through this interactive process). He suggests that, at the beginning of their cognitive development, children need to be guided not only in thought processes but also in any other processes related to acquisition, as it is the case of asking questions.

Finally, asking questions also marks a turning point in those processes because it helps students in the process of providing an acceptable answer to the task that they were asked to solve. At the same time, interaction between a child and a teacher is of a greater relevance for the teacher because they get to know what children know and they can modify their activities schedules in accordance to the children knowledge.

3.5. Analysis of Piaget's and Vygotsky's theories.

To look at the differences between both authors, this paper will focus on the ideas stated in *Piagetian and Vygotskian Approaches to Cognitive Development in the Kindergarten Classroom*, (Senmar and Al-Thani, 2015).

Even though, Piaget and Vygotsky are both part of the Constructivism school, (learning theory based on the acquisition of knowledge and learning) their theories differ from each other when we talk about some common factors and items found in a kindergarten classroom.

The paper cited in the paragraph above, will firstly focus on blocks, something that takes a great part in kindergarten children. They are important because through the interaction with them, children develop skills to create, design and those, at the same time, are the cause of a further development.

Another issue in relation with blocks is that while observing children playing with them, researchers realised that those children that had already played with them before, helped the ones that did not know what blocks were. As a result, the novices perform better thanks to a non-verbal communication that could take different forms such as that of modelling.

This idea of peer tutoring already existed in Vygotsky's and Piaget's. On the one hand, Vygotsky claims that cognitive development arises from conversation engagement with someone who is more competent than us whereas, on the other hand, Piaget states that children are forced to learn through discovery. Moreover, this learning through discoveries leads to test other abilities through concrete experiences.

Problem-solving is also present when they play with blocks because they are somehow challenged to solve those problems that may appear throughout their experiences with those blocks.

Therefore, we can conclude that peer tutoring is beneficial not only for the expert, who is able to improve their communication and problem-solving skills but also for the novice, who takes advantage from the expert knowledge so as to complete the task.

Pretend-play also has a relevant role in children acquisition. It gives rise to interaction between peers and it also aids children in developing several skills that are inextricably woven to developmental process such as concentration and it also helps children to be considerate of others. That is, the idea of empathy, which is key at this age.

A distinction might be done at this point because there are two different approaches: teacher-directed or child-directed. The first one involves all the children playing together and the teacher leading the play and encouraging children to engage in conversation with each other. It is also known as frontal play and the role of the teacher is key in this approach.

However, in the second approach, children are divided in different groups and play different games according to their preferences. The lesson is taught, and, at the end of the day, they are told to create different groups to play. The main benefit of this element is that it allows them to imagine different sceneries and, therefore, it has been shown to have an impact on their cognitive and social skills as well.

Pretend-play may have as a root the Vygotskian theory since it shares many of the ideas of this psychologist. It allows teachers to implement creative activities in the classroom environment since they can choose different objects to play with, depending on the skills that we would like to focus on. At this point, it is important to clarify that pretend-play is a teacher-directed approach. That is, even though children interaction also has an important role, the teacher controls how that interaction is taking place.

Finally, Senmar and Al-Thani (2015) analyse, in their article, the influence of computer use in children cognitive development too. They conclude that if they choose an appropriate software, this could be of a great benefit in that developmental process since it encourages them to think and it also makes them use the logical skills they might know, and some others that may arise from that computer use.

Piaget's supporters argue that teachers should limit the usage of computers in the language classroom until infants reach the concrete operational stage or when they are seven since in the previous stage, they learn through hands and think in concrete terms as Senmar and Al-Thani (2015) claim.

Consequently, his supporters think that infants should learn by experiencing with concrete objects, instead of using computer programs because they are too abstract.

On the other hand, Vygotsky's theory considers computers as something that can be as educational as any other tool such as text books, and concrete objects to play with, among others. Data has proved that when it comes to computer use in the language classroom, figures are a clear example of the benefits that implementing the use of computers with the language classroom environment may have.

3.6. Zukow-Goldring and Ferko's theory.

The reason why these authors were included in the current dissertation is because not only has the interactionist approach an impact on the manner in which learners acquire grammar, but also on the lexicon (Zukow-Goldring and Ferko, 1994).

When infants have to deal with a task, they are not given a great amount of possibilities, instead caregivers provide them with a limit set of possibilities so as to accomplish the task they are asked to solve. By doing that, caregivers draw children's attention to the relationship between the word and the world (Zukow-Goldring and Ferko, 1994).

They coined the term *affordance* to refer to how human beings and animals are complemented by the environment. If caregivers lead their words to make those affordances detectable to the child, it will result in an improvement of development at any level (Zukow-Goldring and Ferko, 1994).

Nonetheless, there should be a reinforcement of the attention of the child because it is as necessary as the affordance for the development or differentiation to take place as Zukow pointed out in one of his publications. Here it is where the caregivers come into action (Zukow-Goldring and Ferko, 1994).

Last but not least, people are able to notice meaningful information thanks to those affordances, so do children because it increases perceptual differentiation. However, there is a difference because the main problem, in the case of children, is that they are unable to link the word to the event. Hence, caregivers should put all their effort in making that stable connection between the words and the situation obvious and apparent enough so as to ease the task to the children (Zukow-Goldring and Ferko, 1994).

3.7. Michael Long's theory.

In 1996, Long asserted that conversational interaction was a key factor for the basis of L2 development in *The Role of the linguistic environment in second language acquisition*.

He also added that negotiation for meaning during conversational interaction gives rise to facilitate acquisition due to the connection between the input, the learner mental capacities, and the output that coexist in conversation.

He also thought that there are some environmentally contributions to the learning process, such as selective attention and the process through which the learner is able to acquire a second language. Nevertheless, he thought that they appear only during the negotiation for meaning stage in conversation (Long, 1996).

Thus, interaction is inextricably interwoven to the internal processes that take place in the learner's mind and that are related to the acquisition of a second language (Long, 1996).

3.8. Adolescence as a stage to acquire a second language

Since the present paper will deal with the benefits of the interactionist approach and the use of creative activities in the first year of the Compulsory Secondary Education, it is of a paramount importance to define how adolescence shapes the acquisition of a second language.

Teachers must not forget that adolescence is a difficult stage between childhood and adulthood, in which adolescents are experiencing several changes from physical to emotional and some others such as cognitive, social and sensory. Due to all these changes, adolescents' motivation declines as they reach upper levels in education.

Moreover, it is as relevant for this negative scenario at this stage of education their necessity to be accepted by their peers, as it is the fact that their interests are also evolving, that is, they do not like the same things. Cavenaghi, Bzuneck and Rufini's article (2013) highlights that adolescents find subjects uninteresting, complex, and they also think that they are not relevant for their future.

Since learning a second language is not an easy task for some of them, teachers need to encourage adolescents appropriately. At this point, Gardner and Lambert (1959) pointed out the importance of drawing teenagers' attention to the social nature of a language.

In order to make them feel interested in the subject, the environment of the classroom is as crucial as it is finding a way to motivate them to engage in the activities and modifying their attitude towards the learning of a second language (Cavenaghi, Bzuneck, and Rufini, 2013).

In addition, as Ames (1992) notes in “Classrooms: goals, structures and students’ motivation” fostering their autonomy by giving not only options but also responsibilities and expressing their opinions about the manner in which the classes are structured might increase teenagers’ engagement in learning activities. Hence, teachers should ask students for their opinion and take into consideration their complaints.

Summing up, motivating teenagers appropriately results in more positive learning outcomes. To achieve this, teachers should make the class more appealing. One of the most effective strategies used by teachers in the classroom environment is the inclusion of the so-called “Embellishments” or, in other words, the inclusion of games, music and a direct link between adolescents’ lives outside the school and what they are learning among others (Cavenaghi, Bzuneck, and Rufini, 2013).

3.9. Creativity within the language classroom.

Directly linked to the idea found in the previous section, it is the idea of creativity. Since our society is evolving, so does need to evolve schools, universities and any other institution whose main aim is to teach languages. Language educational institutions should introduce new methodologies and educational styles to turn the current system into a more creative one (Stepaneck, 2015).

Nowadays, the main concepts of a language learner and the main concept of the responsibilities of a language teacher are also changing, since it has been proved that education is killing creativity (Stepaneck, 2015).

One of the best ways to make ELT (English Language Teaching) more appealing is by giving it a creative approach. In other words, teachers should try to emphasize that creativity is an innate skill and should put all their effort to make teenagers’ creativity arise from their inner world (Stepaneck, 2015).

Moreover, being a language teacher allows us to be creative. Language has a creative nature, that is, the same idea could be express in infinite different ways. Apart from that, we could focus our lectures on different topics without forgetting the linguistic part of a language. Finally, it is easy to encourage adolescents to participate in the activities because those activities are usually close-to-real life situations as Libor Stepaneck (2015) points out in his article.

Having previously stated that learning a language is not an easy task, J.J. Wilson (2016) develops the idea of why including linguistic creativity might facilitate the task.

He thinks that including creativity within the language classroom facilitates the learning task because it makes the information more memorable.

Finally, here it is where the teacher should do their best and arise the creative part of every student because personal creativity will help adolescents to remember the material they have learned during their lectures. In addition, language could inspire some students (Wilson).

4. Analysis: A State of the Art of Creativity and the Interactionist Approach in the 1º ESO English Language Classroom.

The main motivation to carry out this dissertation is the methodological gap found in the literature review. It is true that there is plenty of literature dealing with the interactionist approach. Nevertheless, when it comes to look at the relationship between creativity and the improvement of the acquisition of English as a second language through interaction, to find information is not as easy as it might seem.

Moreover, most of the literary works touching on this topic are focused on children acquisition. However, it might be said that if educators adapt those theories adequately to the adolescents' necessities, it will derive in a clearly beneficial methodology that will ease their acquisition.

Another reason to choose this topic is because there has been an increasing heating debate about whether schools are killing creativity. As a result, the current methodology used within the English Classroom has been questioned not only by teachers but also by parents and teenagers.

Hence, this is a turning point to explore how fostering creativity makes learning funnier. This is of a paramount relevance because as previously said, learning is related to emotions and feelings. In other words, creativity will make teenagers' emotions emanate, and it will directly derive in the acquisition of the language at the same time. Added to that, posing a challenge to teenagers is a good manner for teachers to draw their attention to what they want to highlight, and simultaneously, doing it creatively allows teenagers to be critic and autonomous.

Here, a pause should be made to remark that creativity gives us a possibility to solve a problem in many different ways, since the different elements of the scenery can be mixed as the student wants. Therefore, the only condition that adolescents should bear in mind is that they must be able of explaining the solution reasonably. This will result in a higher level of self-esteem since adolescents realise that they can solve problems on their own, and that their ideas are considered as valid ones.

Apart from that, this increment of confidence may lead to a higher level of interest and participation within the English Language Classroom' environment. This is because adolescents become aware of their capacities to solve problems on their own, accompanied and guided by the teachers' creative constraints.

The reason why the didactic unit is applied to 1° ESO students is because if educators want to give an adequate answer to adolescents' necessities, it is easier to do that from the very beginning of the process. This allows educators to deeply analyse all the emotions, feelings and changes that teenagers are experiencing, and it will help teachers to adapt and modify those theories previously studied in the theoretical framework according to what teachers observe in class.

Thus, the following section will define and introduce the main aspects of a new proposal conceived to improve the current educational proposal, by making adolescents' emotions emanate with activities different to those typically used in the English classroom.

4.1. Presentation of the project.

To begin with, it is necessary to know the ideas that will be the foundation for this work. First, the project will be hinged on Piaget's and Vygotsky's ideas about interaction. Nonetheless, it is necessary to explain that this project will interweave both notions. Hence, this work considers, then, that environmental interaction comes together with social interaction.

After that, the project will be based on Long's idea of the acquisition of the language while students interact with native speakers or people with a higher level. The process of learning takes place consciously, while adolescents are interacting with someone with a higher level, since they are forced to adapt their vocabulary and grammar expressions so as to be able to communicate their ideas effectively. However, even if at the moment of the conversation, students might not notice their improvement in their acquisition path to reach the target language, they actually unconsciously reach a higher level of the target language.

Although many researchers have explored how modifying input during interaction leads to reach a better level of English as a second language; the fact that many of these researchers focused their works on grammar rather than on vocabulary is quite shocking. To solve this theoretical gap, this project also considers Zukow-Goldring and Ferko's theory, in which they argue that interaction has a positive effect also in vocabulary. To finish off, and here it is where this theory differs from the previous ones, the didactic unit designed in the following pages has been adapted to the targeted population. For so doing, a questionnaire to ask adolescents about their interests, worries or any other

concern will be designed with the purpose of knowing them deeply and, consequently, obtaining the information needed to increase their interest, motivation and participation in the English Classroom. By doing so, teachers are showing the students' that their opinion matters.

For so doing, this proposal intervention includes the so-called *Embellishments* in the form of games and music, together with social networking. This work will defend the necessity of introducing not only social networks into the English class, but also any other sort of new technology software. In other words, as new technologies are in a central point of our lives, it seems convenient to turn their use into an advantage point to make English teaching more appealing and creative.

4.2. Population of the project.

The project has been created for a future implementation in the English classroom of students belonging to the First year of Secondary Education. That is, a 25-student classroom of teenagers between 11 and 12 years.

The reason why this is the audience of the project is because they are starting to undergo a huge amount of changes that they do not understand. Since educators have studied all of these changes that they are experiencing; the adolescents at that age see their teachers not only as someone supportive but also as a role model. Typically, many of them choose a teacher or someone close in age to them, with whom they develop a special relationship. However, the reasons to choose their teacher as a role model may vary, sometimes they want to be like them; some others they see them as a guide because they admire them.

It is also the most suitable target for the project because due to the appearance of those first changes typically found in this stage of life, they need someone to support them and make them understand what is happening to them. If teachers can give them an answer to their questions and become a supporter, they will gain teenagers' trust. This will be a good way for teachers to draw adolescents' attention to the information they want to highlight.

Finally, the use of creative activities will lead to more appealing lessons. Hence, adolescents will participate in the interactive tasks, and since they will find their teachers interested in their opinion, they will feel more secure.

4.3. Timeline.

The present proposal aims for showing the connection between creativity and interaction in the acquisition of English as a second language. Therefore, it would be reasonable to implement it at an appropriate point of the academic year.

In this sense, it would not be arguable that a good time to implement the following didactic unit could be that between the end of the exam period and the Christmas or Easter break. The reason why it is considered as a good moment is because, it is a time when exams have already finished and usually adolescents have their minds in their Christmas or Easter holidays.

Added to that, teenagers have undergone a stressful period. Since teachers know that, they should adapt the activities carried out after that, with the purpose of getting teenagers' concentration at the most suitable level. If educators make use of creative interactive tasks, they will allow students to recover from that stressful period without breaking the acquisition process. In other words, they continue their learning process but in a more relax manner.

At the same time, those activities will help teachers to get to know the students' opinion both about creativity and interaction and will motivate students because they will see that their opinion is important to improve the English Teaching Methods with the purpose of improving the current educational proposal.

The initiative will be carried out for three weeks. Each week, they have two English lessons and they last 55 minutes. This is important because each activity is assigned with a certain amount of time, measured in minutes.

There will be six sessions, all of them will be divided into three different parts. It must be pointed out that the first session will be a sort of introduction, but the rest of them will follow a similar pattern.

Table 1: Sessions schedule

Sessions.	Activities.
Day one.	Explanation of the project. Blog creation. Game design.

	Getting into conversation mood. Theatre task explanation.
Day two.	Game explanation. Let's get to know each other. How did I feel? It's my life
Day three.	Storytelling. See, think, wonder. Are you a fitness fanatic?
Day four.	Guess whose story it is. From blues to bliss. Find my house.
Day five.	Tell me my story. A delicious recipe. Tell-tale your life.
Day six.	Videoclip session. Debate and brainstorming. Saying goodbye.

4.4. Objectives of the initiative.

The present section will examine the objectives that we want to pursue with this initiative.

The theoretical framework review has revealed that both the interactionist approach and the incorporation of creative activities in the English Classrooms will have a wide range of benefits in the acquisition of English as a second language. As a result, the following objectives are looking for to be achieved by this proposal:

- For so doing, this paper aims to create a didactic unit based on speaking tasks presented in a creative and appealing way to the students. The initiative seeks to foster the adolescents' self-esteem and to improve the level of English of students.
- Moreover, it tackles the decrease in the level of creativity in adolescents since companies, schools and any other kind of institution are looking for open-

mindful people capable of working in teams. In other words, there is an emphasis in the necessity of being flexible and easily adapted to different situations. Teaching to be creative, definitely helps to grasp those skills.

- Another issue that this initiative is trying to solve is the anxiety caused by the amount of homework and tests. A direct relationship between stress and performance has been proved, in such a manner that a lower sense of stress derives in better academic results within the English classroom.
- Simultaneously, we want to change the current concept of teaching English. Having into account that, as Ken Robinson stated in his talk *Reimagine Learning Can Change the World* (2018), “learning is a social process”. Hence, this work would like to emphasize that grammar is an important part in the acquisition of a language, but so does its interaction.

In fact, the nature of language is social. Human beings created language to communicate our necessities, feelings, emotions, and to express an infinite list of things. That is why this initiative would like to show that through interaction teenagers are applying the grammar rules that they have previously learned, and unconsciously by communicating with teachers, peers or even native speakers, they are losing their fear to make mistakes because they are learning from them.

4.5. Methodology.

First of all, it must be pointed out why environmental interaction is connected to cognitive development. This is because not only children as Piaget said, but also teenagers and even adults learn from experiences. In other words, our brain creates a link between previously acquired knowledge and the new information received.

This is relevant to the methodology because, one of the bases for the methodology of this dissertation is that idea of Piaget, in which he stated that cognitive development is born from the interaction with the environment. At the same time, Vygotsky stated that cognitive development comes from social interaction.

Nonetheless, since this work considers that interaction with the environment by means of experiences gives birth to social interaction, both theories are mixed to develop an appropriate methodology. That is, this work considers that whenever children, teenagers or even adults interact with the environment, questions may arise. Those

questions sometimes are merely solved with other people's help, hence social interaction should be required.

Apart from that, Zukow-Goldring and Ferko's idea about the direct link between the acquisition of vocabulary and interaction will be also an important part of this didactic unit. This is mainly because most of the theories deal with the acquisition of grammar while engaging in conversation. However, our lexicon improves and gets wider through interaction with teachers as well. In this case, this will be related with the importance of interacting with someone with a higher English level. That interaction will lead to a conscious learning of vocabulary.

Another important issue to take into consideration is the relationship between language competence and communication. Here, a reference should be made since one of the parts engaged in interaction should have a higher level. The reason why this might happen is because the person with the higher level of language keeps reformulating and rephrasing sentences, so as to be able to communicate his/her ideas effectively as Michael Long asserted.

This will turn into an unconsciously process in which the person with the lower level of language acquires not only grammatical structures but also new vocabulary being helped by the context of the conversation.

The role of the teacher is of a great importance as well. Teachers are responsible for helping teenagers to understand what they should do and how they should do it. Although, the creative tasks proposed in the didactic unit involve a degree of independence, if any of the students need help from the teacher, he/she will provide the student with some clues to help him/her to solve the problem. One of the most effective techniques used by teachers to ease that acquisition process is scaffolding. The main idea of the technique is to accomplish a task step by step. In other words, teachers need to divide the task into smaller tasks and assign them to the students. Since most of the theories in the theoretical framework focus on children, it has been necessary to adapt those theories for adolescents since children and adolescents are at completely different stages of their lives.

Here, two main ideas can be highlighted. First of all, this dissertation wants to adapt those theories related with interaction and second language acquisition to adolescents, having into account all the changes that they might suffer or be suffering. In order to do that, more than in any other stage, adolescents' opinion should matter within the English Language Classroom.

The reason why that is important is because all those changes may affect also their motivation, interest and concentration. Therefore, it is of a paramount relevance to introduce creative tasks because they will change teenagers' opinion about learning English. Simultaneously it will help adolescents to understand that they are capable of solving tasks on their own just taking into consideration some basic constraints.

The role of the teacher is fundamental to create an environment characterised by optimism, relaxation and confidence. Moreover, teachers need to provide appropriate feedback so as to make students notice their mistakes without hurting their feelings because that might turn in the emanation of negative feelings.

The last issues to consider in this methodology are motivation and respect. Teachers must persuade students by presenting them creative activities to awake their interest on the subject and to make them feel more comfortable with the interactive part of the subject and, at the same time, make them see the subject as something useful for them not only in the future but also nowadays.

4.6. Design of the project.

This section presents the activities designed to improve the current educational proposal by means of creative activities, which will result in an increase of adolescents' level of creativity, something that has become really popular in every aspect of our society. Moreover, since interaction understood as communicating with our equals but also listening to them is the first step of the natural language learning process, this project is interested in fostering that part within the English Language Classroom.

The schedule of every single session will be divided into timing, the procedure to accomplish the task, and the name of the main activity.

To begin with, and before starting the sessions, students will be asked to open a blog. There, students will write about what their feelings and emotions are while they are talking in English. Besides, they will also be asked to give their opinion about the activities proposed in class. By doing this, the teacher will have first, a tool for the future evaluation not only of the initiative but also of the students' English level, both written and oral. As it is widely known, adolescents are really interested in new technologies and social media. Consequently, the idea of writing their own blog, even if it is English, will change their mind about learning the subject. That is, including social media applications or new technologies in the learning process will make it more dynamic. Moreover, it will

turn the experience into a more positive one, due to the introduction of new items with an educational purpose.

It should be added that those changes that are taking place at this stage of teenagers' lives cause them to be more insecure, fearful and they see themselves as isolated from the rest of the society. This is something of a huge importance regarding the interactive part of a language, because they are afraid of talking because they feel embarrassed of their mistakes, and that is why they do not participate so frequently in class.

In this sense, in order to decrease teenagers' fear to speak as well as to enhance their self-esteem, this proposal includes one to one conversation with a native speaker peer. This exercise allows students to practice their speaking skills with someone of their same age. In other words, someone with the same fears, who is experiencing the same changes, and who usually loves the same things. This might help them to use their knowledge since they know that they are not going to be judged by their peers.

The school, therefore, would sign up an accord with a high school institution in an English-speaking country. Therefore, students will be assigned with a native speaker peer, with whom they will have 20-minute sessions of conversation through Skype, to put into practice the grammar and vocabulary previously learned. Each week, they will talk about the topic touched on the lessons.

On the one hand, in each session they will be given the necessary material or the fundamental explanations to accomplish the task. Sometimes, students will oversee the design of an activity. At this point, it is crucial to point out that some of the material used during the project have been previously designed or created by other authors; either other teachers or writers dealing with this issue.

Nevertheless, that material has been adapted according to the topic with whom the students are dealing with, and it is also remarkable the introduction of the use of new technologies. Moreover, most of those activities were thought to be written but some necessary changes have been carried out so as to turn them into a speaking practice activity. Apart from that, most of the activities have a link with the adolescents' lives out of the school. Consequently, educators will find topics such as those dealing with emotions, hobbies, types of houses, lifestyle and any other topic that may influence the students' lives at this stage.

Some of the activities proposed in the didactic unit has the book *Creativity in the English Language Classroom* as a reference, although some modifications have been made to make it more personal and to adapt it to the topics studied during the English

lessons and the English level they are required to achieve. In addition, some others were especially created for this project such as the idea of recording a videoclip or the theatre performance, for example.

In other words, some of the activities proposed have been originally thought to improve the writing and reading skills. However, on the following didactic unit some changes have been made so as to focus on the speaking skills, no matter if they are proper speaking skills or it refers to the listening ones, also included in the so-called speaking skills. Furthermore, even if the lessons are based on the topics developed in the law for the first year of secondary education, those topics have been also adapted with the purpose of making them more personal and appealing for the adolescents.

Regarding the work, it is of a paramount relevance to state that most of the tasks are thought to work in groups because not only learning is social but also collaborative. That is, working in groups helps to create a positive and relaxing climate within the English classroom. In addition, students can help each other to solve the problems that they will encounter during the task.

Day 1: Introductory lesson.

Explanation of the project (10 minutes): the teacher will explain in about ten minutes what is the project about; how will students be evaluated and the contents that they are going to be studying through the project. In the same manner, the purpose of the project will be described.

Blog creation (10 minutes): students will be led to the computer room, where they will have 15 minutes to create a blog with the help of the teacher. In this blog, they will write how they feel about the activities: emotions, feelings, difficulties that they might encounter, how they think it can help them to improve their level of English, whether they find it useful or not, etc.

Game design (15 minutes): they will be given a vocabulary hand-out to describe themselves. They will be divided into five groups of five students each randomly, and they will have to create a game including the aspects involved in the task. In other words, they will need to write down the rules to explain them orally to their classmates later. They will need to create every single item necessary for the game, such as cards, boards and dices.

Getting into conversation mood (10 minutes): To finish with this first day, they will get to know their native speaker peers through Skype. Since it is the first day of the project, they will be asked to introduce themselves and provide their native speaker peers with some basic facts about their lives.

Theatre task explanation (10 minutes): In the following session, students will be asked to perform a theatre, in which the main topic will be emotions. The main idea of the activity is getting to know how the adolescents felt during the one-to-one conversation with the native speaker. Hence, they will be asked to write down a short script.

Day two: It's my life.

Game explanation (10 minutes): The students will select what game do they want to play. That group will explain the rules of their game and they will provide their partners with all the items required to play the game.

Let's get to know each other (15 minutes): as a warm-up, they will play the game in groups. Meanwhile, they will use the vocabulary of the hand-out given the previous day to introduce their native speaker peers to their game group partners.

How did I feel? (15 minutes): the previous day, they will be given some instructions so as to perform a theatre representation. The theme of the theatre representation will be the emotions felt during the conversation with their native speaker. This will be done in groups of five. To end up with the activity, the rest of the groups will be asked to give their ideas about how to cope with those emotions.

It's my life (15 minutes): they will have to put into practice what they have learned during the trimester about free time, hobbies and daily life activities in a fifteen-minute conversation with their native speakers.

Day three: I tell your story.

Storytelling (15 minutes): five different students will create a creative oral tale with all the information gathered in the previous day conversation. They will tell the story in the first person, and their schoolmates will decide whether they are talking about themselves or about their conversation partners. Those students will be chosen according to their degree of confidence show during the theatre performance. Hence, the ones that

felt more confident will be the ones to do this activity with the purpose of not making the other ones feel uncomfortable.

See, think, wonder (15 minutes): the first five minutes of the activity, the students will look at a picture related to sports. When the time is over, the students will talk about the picture. If the student starts with the sentence “I see...”; the teacher will prompt the students to explain their opinion by asking them: what do you think about the picture? or what do you wonder about? In this manner the teacher is making them reflect on it, as well as stimulating their curiosity and their interest about the picture or the topic. They will somehow go beyond the limits with the activity.

Are you a fitness fanatic? (25 minutes): the topic of the conversation will be sports. They will create a questionnaire to ask their conversation partner. They will also tell them the topic of a personal story. After being fired with some questions, they will tell the story without answering the questions first. Then, they will wait and repeat the story including the answers to the previous questions.

The native speaker peer will try to discover what were the answers to their questions.

Day four: Find my house!

Guess whose story it is (15 minutes): students will work in pairs. They will tell their classmates what they spoke about with their conversation partners. Afterwards, two pairs will be telling the same story and their classmates will guess to which conversation partner belongs the story.

From blues to bliss (20 minutes): the students will be asked to remember a time of the previous day in which they feel bad. They will write down the time in a sticky note and put it in their chest.

They will be divided into groups according to the closeness in times and explain what they were doing at that time. The rest of the people in the group will share the experience with the rest of the class.

They will need to think about a superhero or an idol that could have changed what they experienced at that time and how would have done that.

Find my house (20 minutes): each student will be given two pictures with two different types of houses. The student will imagine how their lives would be there with the purpose of confusing their conversation partner. In the end, his conversation partner will decide in which type of house does the student live.

Day five: Let's make a cup of tea!

Tell me my story (15 minutes): there will be six students left. Then, those six students will form a group and will tell a story to the rest, while the rest make a drawing and add a title to it. They will change their drawings to tell the story of a different person instead of their own one. Meanwhile, the rest of the class will think questions so as to pose one question to each of their classmates with the purpose of guessing which story is, according to their answers.

A delicious recipe (25 minutes): the students will be provided with a cooking recipe to make a cup of tea for two minutes. After that, they will brainstorm with the vocabulary useful to explain orally how to achieve a daily life task such as studying grammar rules or engaging in interaction with a native speaker, with whom you do not share a cultural background. In other words, how to reach a native speaker to engage in conversation with him/her.

Tell-tale your life (15 minutes): the students will have to choose some events of their lives and they will try to show how they felt at that time by means of gestures, the use of onomatopoeias, and vocabulary and expressions related to the topic. The only difficulty is that they will need to start their sentences using the last word of their native speaker partner's speech.

Day six: closing session.

Videoclip session (20 minutes): the students will be asked to write a song in which they express how their feelings regarding interaction have changed all over the project, and they will be asked to talk about how creativity has made the English Language Classroom a better place.

Debate and brainstorming (15 minutes): the students will be divided into five groups made of five students each. They will share their experiences throughout their conversations with their native speakers' companions, and when they were asked to interact in the classroom environment. Once they have discussed it, they will think about how they could solve those problems in the future or to tell how they could have avoided them.

Saying goodbye (20 minutes): they will have a last 20-minute conversation to say goodbye to their native speaker peer and talk about how they have helped them to improve their level of English.

4.7. Human resources and materials.

In relation to the human resources, it is obvious that they are the teacher and the students taking part in that English class, apart from the native speakers' peers with whom they will be practicing their oral skills in every session.

Hence, we will have the teacher and the school where the project will be implemented. On the other hand, we will have the high school institution with which the accord has been signed up in an English-speaking country and the teacher in charge of controlling how everything is working in that institution. Furthermore, it is of a huge importance to talk about the people behind the scenes. That is, the people that will make the accord between schools possible.

With reference to the materials, the book taken as a reference to organise and create these sessions is *Creativity in the English Language Classroom* written in the language classroom.

However, some of the sessions required further material that could have been found on the Internet or in any other written work, as it was the case of the first activities they could have been created by the students as a stage to accomplish a task (see annexes for more information).

As an example, this dissertation use videoclips recorded by other students learning English in other high school institutions or a theatre performance on Youtube, for the students to have a basis to record their own ones. Apart from hand-outs with vocabulary found on the Internet and other types of hand-outs that the students should complete.

4.8. Evaluation.

As previously asserted at some point in this paper, one of the objectives of this initiative is to finish with the amount of stress that homework, exams or any other sort of assessment might cause to teenagers, that are experiencing changes that they cannot understand and that are part of adolescence, a difficult stage in which a varied amount of changes take place.

The results and the evaluation of the project will be based on the entrance that the students have written on their blogs, the videoclip, the debate, and the notes that the teacher might have written down during the sessions, since they have been observing everything that have happened during the sessions.

Consequently, to evaluate the results of the project and how the level of English of the adolescence has improved during the implementation of the project, attitude and participation will be of paramount importance. That is, the more they participate in the activities proposed in class, the more possibilities teenagers will have to achieve a higher level of English.

However, the results of the project would not have an impact on the students' grades, because forcing them to talk will lead to a lower level of self-esteem and the appearance of a fear to talk. That is, it will be just a resource for the teacher to prove the relationship between the acquisition of English as a second language, and interaction together with creativity.

Nonetheless, if the results were positive and, on the following, educators will decide to implement it within the English class, it will be another reference to grade the students' effort in that environment.

Apart from that and not as a way of evaluation, but as a source to evaluate whether this initiative matches the objectives of this paper, they will be asked to answer a questionnaire with the following question:

- Has your view about English changed after taking part in this initiative?
- Do you find English more appealing and interesting after taking part in this initiative?
- Have you noticed any improvement in your English level? In other words, have you noticed any improvement in any of the four skills of English necessary to pass the exam? If so, write down the improvement that you have noticed.
- Do you feel more confident or secure when you are asked to talk in English?
- Do you prefer traditional teaching methods rather than more creative ones? How do you think teaching creatively might help you to acquire the language?
- Are you more motivated to continue learning English after taking part in this project?

- Do you think it would be a great idea to encourage schools or institutions to implement these activities during a high school session? How do you think it would affect the students' results?

5. Conclusion

The purpose of doing this work was to design a didactic unit based on a combination of interaction and creativity through which adolescents become more interested in the English subject and, consequently, produce an improvement in their grades or results in this module at school. In this sense, this proposal considers the student's interests and opinions by including an information exchange between the teacher and the students so as to know what kind of activities and topics they want to talk about.

The project is based on six sessions of 55 minutes each, in which students will work in pairs or groups. It should be emphasised that although the project could not be implemented, this work aims from proving that if we succeed at making the students connect their feelings and emotions through the activities carried out in the English classroom, it would be easier for them to acquire a higher level of English.

By means of the literature review, this work has also demonstrated the connection between interaction, the level of acquisition and the speed at which adolescents learn. At the same time, this study also seeks to prove that through interaction, students not only help each other, but also creates a positive and collaborative climate where social relationships arise by means of conversation.

It has been clearly illustrated as well, that constraints give birth to creativity, although many researchers still seem to think that it is woven to freedom. Adolescents find more difficulty when they are asked to learn by heart or just remind grammar rules without understanding them. Creative activities will make them remember how they felt during the accomplishments of the tasks, and they will relate the feeling with the piece of information given by the teacher.

In the previous project, there is enough evidence to think that creativity helps them to acquire grammar rules, simultaneously with more confidence and security since, at the very beginning of the project, the students' participation will be low. However, teachers expect to see a change in the tendency, with an increase of the students' participation at the end of the implementation of the didactic unit.

It is necessary to consider here the adolescents' hobbies, their point of view about the methods used in the English classroom. The less interest and motivation the students show, the most difficult for them to acquire English as a second language.

There is enough evidence to think that the future implementation of the didactic unit may confirm that engaging in conversation with people with a higher level of English will

cause an improvement in our level of English by means of paraphrasing or modifying the input. That is, the person with the higher level will adapt their vocabulary and grammar structures to be able to communicate ideas to the other person.

Wherefore, this paper has many similarities among others with Vygotsky's ideas, since he considered social interaction as a key part of the language learning process. Furthermore, this paper also agrees with Michael Long's theory, as it considers that one of the speakers must have a higher level of English for the other part to acquire language learning knowledge as well.

On the other hand, there is an extremely important limitation, that teachers in charge of the education of our next generations are reluctant to include creativity in their programmes because of the common misunderstanding that links creativity to freedom. However, it must be said that the growing popularity of methods such as *Montessori* has caused a change in their minds, and more and more schools are starting to follow this educational method based on experiences and creativity.

In this sense, this dissertation has succeeded at improving the current educational proposal, since educators are starting to agree with the importance of the methodology used within the English classroom environment, simultaneously with the idea that having into consideration the adolescents' view to increase their interest, as they consider this factor has an influence on the language learning process.

It must be pointed out that also with regard to the previous topic, teachers should be trained beforehand to explain them how to include the use of creative constraints properly to promote that level of acquisition and ease their learning process.

It seems clear that more can and should be done in the field of education to include creativity, so as to help our students to improve their English level. There is also enough and, what is more, strong evidence to believe that the inclusion of creativity and the combination of interaction will improve our educational institutions results on the surveys.

It is important to continue working and doing research on this field because as we all know English open doors to our youth community to travel abroad and have more possibilities to be academically well-formed. Apart from that, acquiring a good level of English is also relevant in terms of their future career since a good English level is requested both by the public sector and the private one.

Finally, it is necessary to completely break with the stereotype about creativity because the youth are losing the capacity to think and solve problems by themselves, so

this is also affecting them at a private level. By doing so, we will be helping them to mature, become independent and autonomous. Likewise, we will show our adolescents and hence, those who have our future in their hands, that their opinion matter. All things considered, we should encourage them to speak without fear because, in the end, language was created by human beings to convey ideas that will help us to express our feelings and emotions to the rest of the world.

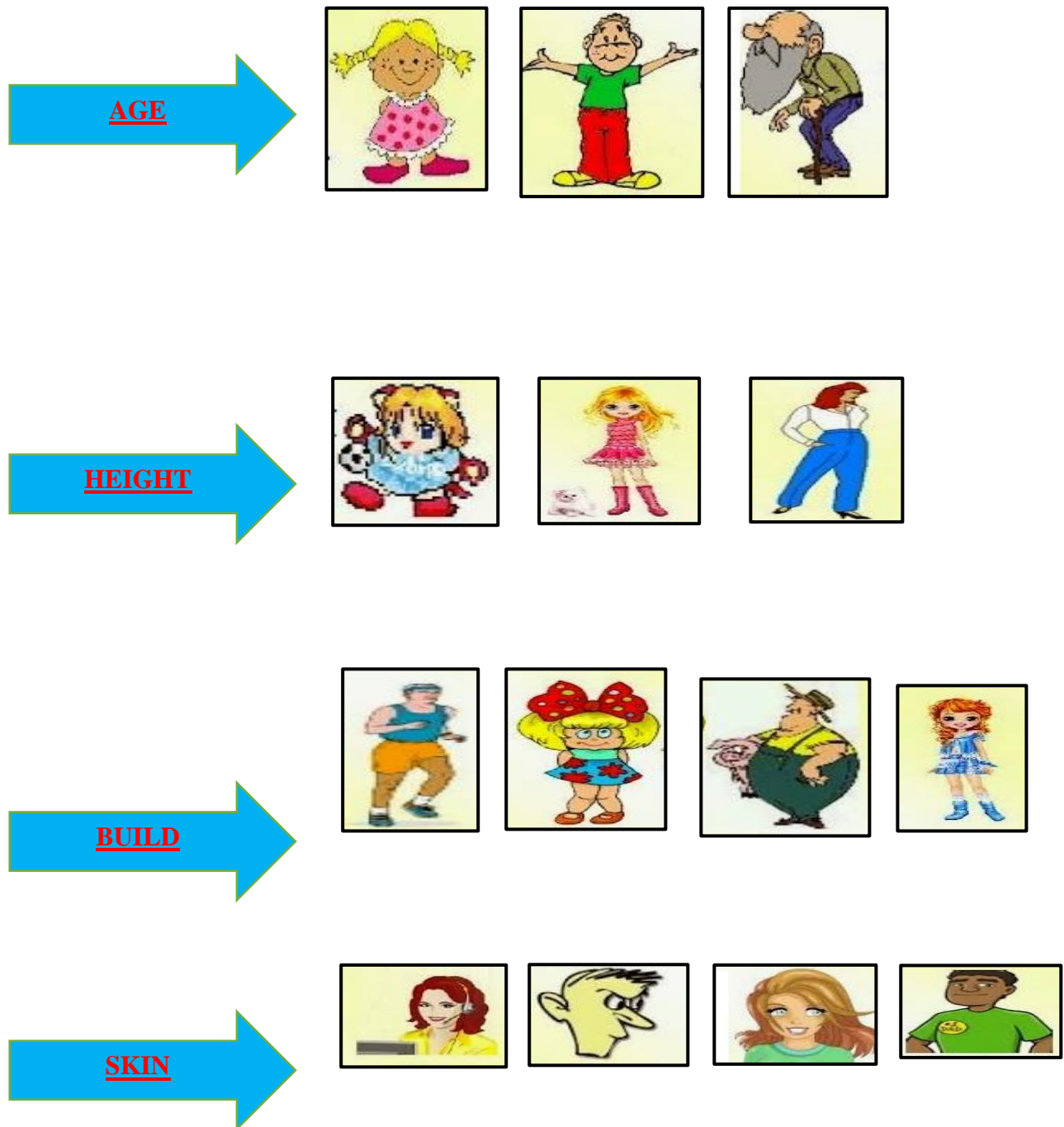
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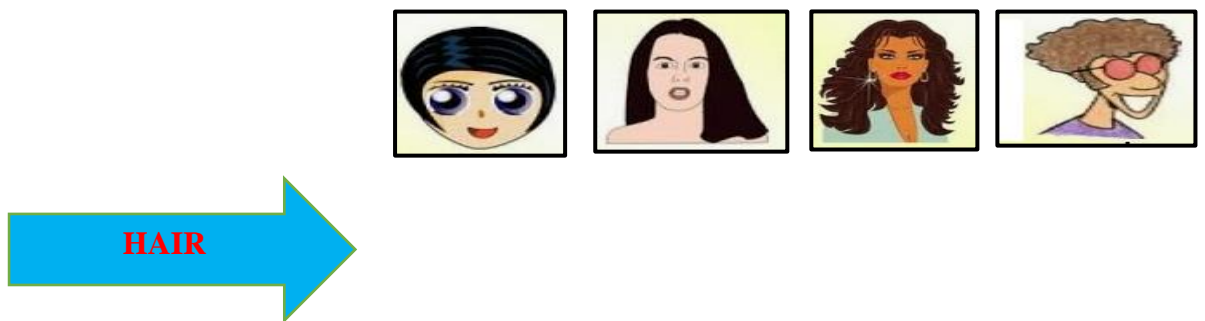
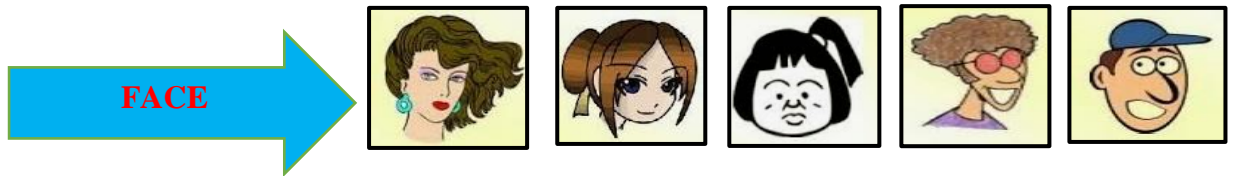
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7. Annexes

Annex 1: Hand-out of physical appearance vocabulary.





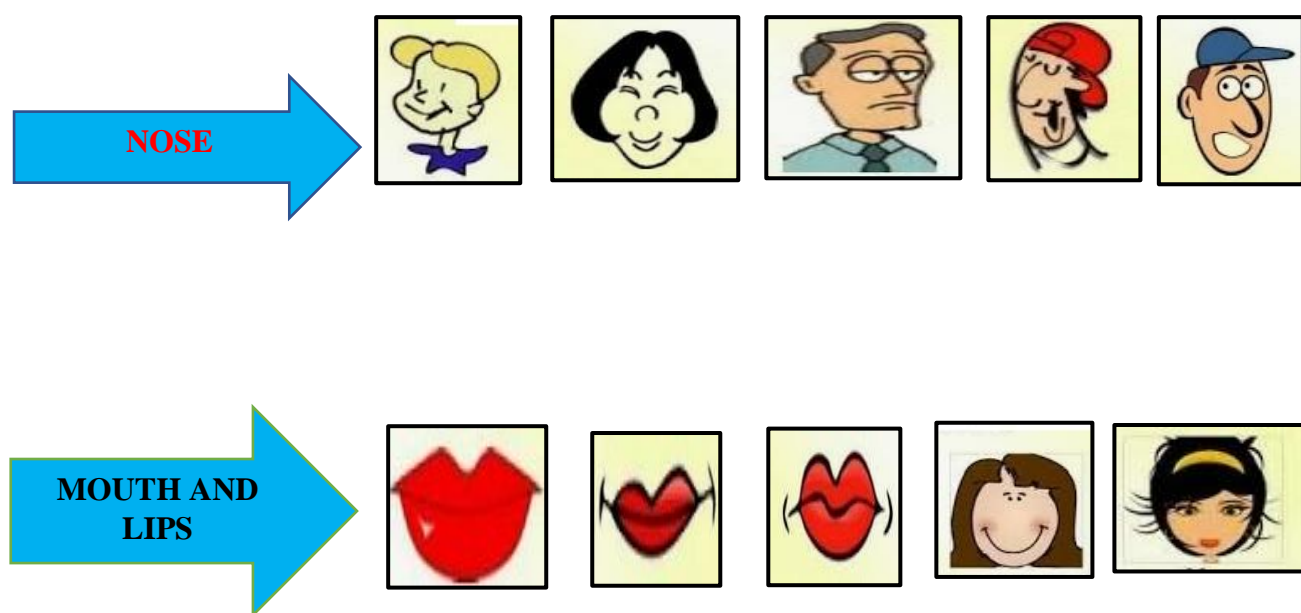
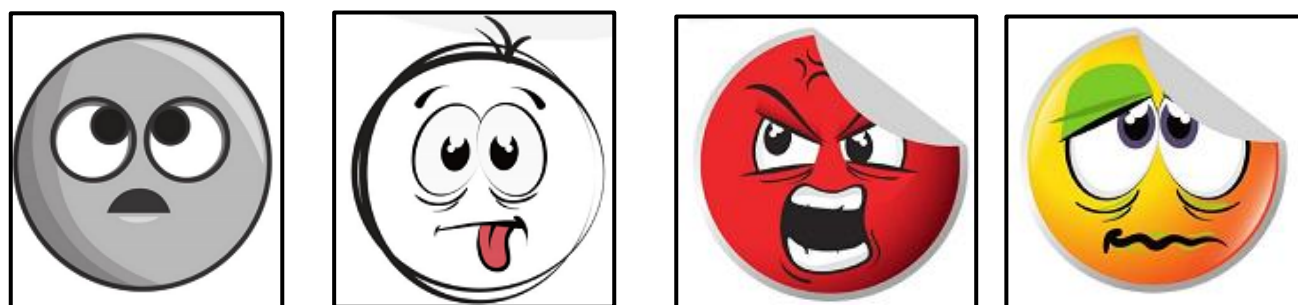
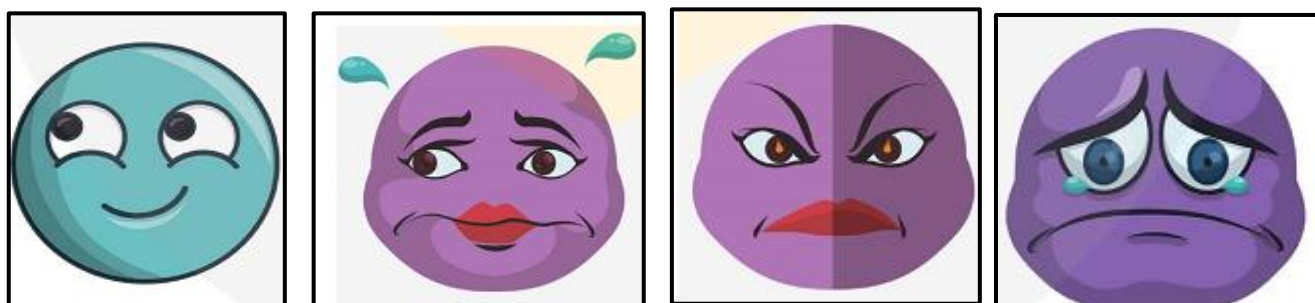
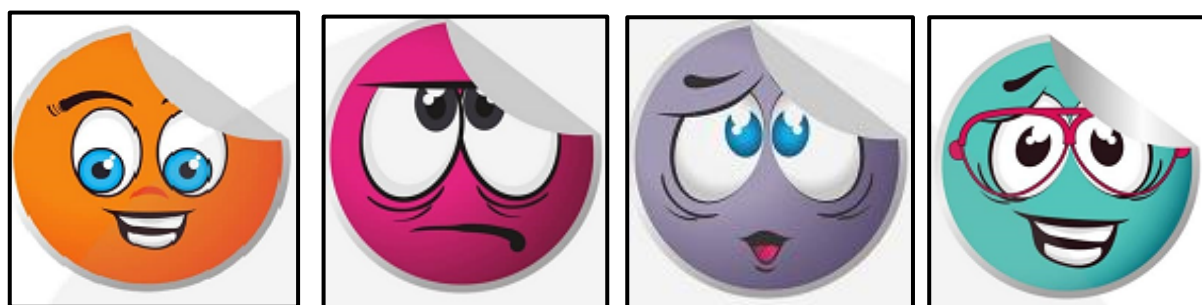


Figure 1. Physical appearance vocabulary (Learn English Online, 2018)

Annex 2: Hand-out with vocabulary about feelings and emotions.



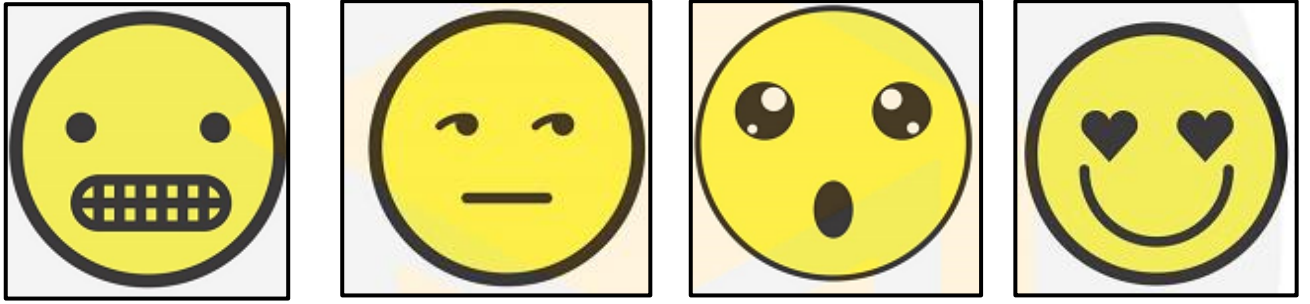


Figure 2. Feelings and emotions vocabulary (7ESL, n.d.)

Annex 3: I see, I think, I wonder.



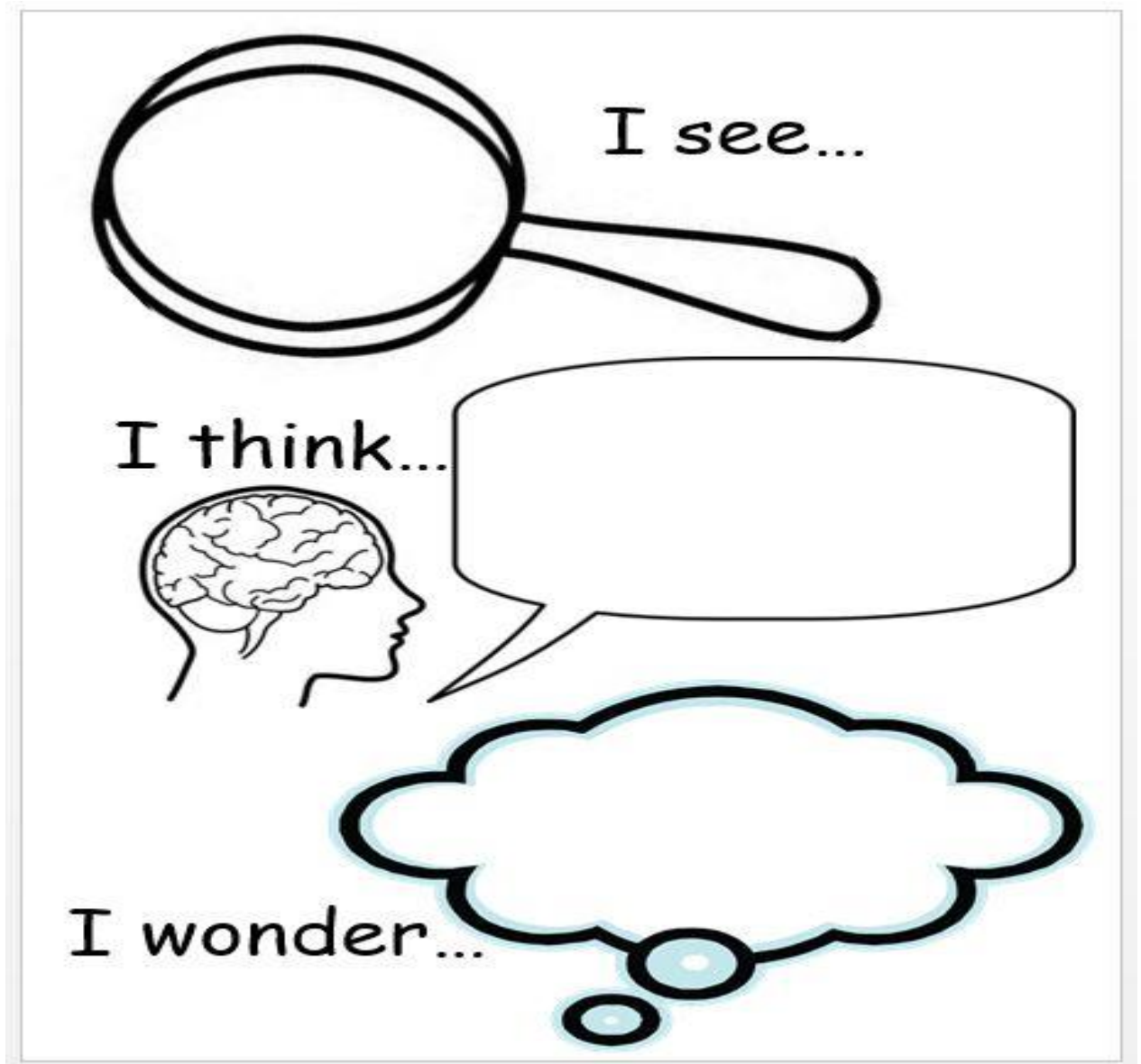


Figure 3. I see...I think... I wonder... initiative (TheCuriousKindergarten, 2014)

Annex 4: Types of houses.



Figure 4. Types of houses (Kryszt2009, 2009 in ESLPrintables.com)

Annex 5: A cup of tea.

To make a cup of tea, the following steps need to be followed:

- a) Go to the supermarket and buy some English breakfast tea bags.
- b) Put some water into the boiler.
- c) Pour some water in a cup, mug or glass, and add the teabag.